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A PROPOSED PROGRAM OF SUPERVISION OF INSTRUCTION IN PUBLIC JUNIOR COLLEGES.

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QUESTIONNAIRE RESPONSES FROM 37 JUNIOR COLLEGES WERE USED AS A BASIS FOR ANALYZING CURRENT PRACTICES IN SUPERVISON OF INSTRUCTION AND FOR DEVELOPING A PROPOSED PROGRAM FOR SUCH SUPERVISION. WHILE DIFFERENCES IN DEGREE OF SUPERVISION WERE FOUND, THERE WERE FEW SIGNIFICANT DIFFERENCES AMONG INSTITUTIONS WITH RESPECT TO MATERIALS USED IN SUPERVISION, ADMINISTRATIVE ORGANIZATION, OR ADMINISTRATOR-FACULTY RATIOS. A STRONG RELATIONSHIP WAS NOTED BETWEEN ACTUAL PRACTICE AND THE IDEAL PRACTICE AS REPORTED BY THE RESPONDENTS. THE FINDINGS INDICATE A NEED FOR FURTHER STUDY IN (1) THE ROLE OF DIVISION CHAIRMEN, (2) THE METHOD OF SELECTING FACULTY-ADMINISTRATION COMMITTEES, (3) INSERVICE EDUCATION PROGRAMS, AND (4) METHODS OF EVALUATION OF INSTRUCTION. IN HIS PROPOSED PROGRAM FOR SUPERVISION OF INSTRUCTION, THE AUTHOR GIVES ATTENTION TO THE RATIONALE FOR SUCH A PROGRAM, GUIDELINES, BOARD POLICY STATEMENTS, ORGANIZATIONAL CHARTS, FACULTY-ADMINISTRATION COMMITTEES, INSERVICE EDUCATION, ORIENTATION OF NEW FACULTY, FACULTY OBSERVATION AND RESEARCH, TECHNICAL AIDS TO INSTRUCTION, CLASSROOM OBSERVATION, AND EVALUATION OF INSTRUCTION. (HS)

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A PROPOSED PROGRAM OF SUPERVISION OF INSTRUCTION IN PUBLIC JUNIOR COLLEGES

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A PROPOSED PROGRAM OF SUPERVISION OF INSTRUCTION IN PUBLIC JUNIOR COLLEGES

A Dissertation

Presented to

the Faculty of the Graduate School

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of the Requirements for the Degree

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by

Louis Quint

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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of the study was to develop a program of supervision of instruction for use in public junior colleges.

It was the investigator's hypothesis that even though practices in individual junior colleges are not identical, certain of these practices are used by all, and that through the questionnaire method and the use of rating scales and empirical means, criteria for the establishment of a program of supervision of instruction can be isolated and evaluated both qualitatively and quantitatively.

The purposes of the study were (1) to discover and report current policies, programs, and procedures for supervision of instruction, (2) to identify, classify, and quantify the essential elements of programs of supervision of instruction, (3) to analyze administrative staffing for supervision of instruction, and (4) to develop a proposed program of supervision of instruction for public junior colleges.

The need for the study was an outgrowth of three factors: (1) the rapid growth in the number of public junior colleges in the United States, (2) the rapid growth in the number of students enrolled in the two-year colleges, and (3) the need (as a result of one and two above) for the identification, upgrading, and retention of qualified instructors.

To determine which public junior colleges would be included in the study the Junior College Directory, 1963 edition, was consulted. It was decided that if a college was publically supported, had been in operation four or more years, and had an enrollment of nearly 1,000 or more full-time students, it would be included. It was assumed that these colleges would have a large enough teaching and administrative staff to warrant some type of program of supervision of instruction, as well as time to have organized it. Forty-five colleges in California and 48 from the remaining states fell within this category.

The chief administrator of the 93 public junior colleges was sent a preliminary inquiry to ascertain whether his college would participate in the study and also send materials relating to supervision. Of the 93 administrators contacted, 72 replied; 44 agreed to participate, of whom 34 sent the materials requested.

The literature and the material received were reviewed in order to develop a rating scale which consisted of 120 items. For each item the respondent was asked to indicate the practices in supervision used in his college. This was called "reported current practice." Then he was asked to rate each item on a five-point scale. This was called "reported ideal practice."

Thirty-seven of the 44 colleges which agreed to participate completed and returned the rating scale. Twenty-four were from California, and 13 were from other states.

Any practice reported at least 50 per cent of the time was considered current practice. Items were considered ideal practice if they were rated very valuable.

Chi-square tests were administered to each item to determine where significant differences occured in supervisory practices between California colleges and colleges outside California. The null hypothesis was assumed: that there would be no difference in supervisory practices between junior colleges in California and those outside that state. Significant differences were found between 11 items at the .05 level of confidence in the population of the sample. Thus, the null hypothesis could be rejected in only 11 of 120 items indicating that the frequencies obtained from the sample did not deviate significantly from the frequencies expected, except in 11 of 120 cases. The investigator used the same categories to compute a Spearman Rho in order to determine how much of a relationship existed. The correlation obtained was .73. This was significant beyond the .01 level of confidence indicating that the probability of the results obtained would be due to chance only one time in 100.

Chi-square tests were used to determine where significant differences occurred in reported ideal practice between California colleges and colleges outside that state. The null hypothesis was assumed. Significant differences were found between 17 items at the .05 level of confidence. Thus, the null hypothesis could be rejected in only 17 of 120 items indicating that the frequencies obtained did not deviate significantly from the frequencies expected, except in 17 of 120 cases.

In order to determine how much of a relationship existed in reported ideal practice between California junior colleges and colleges outside that state, a Spearman Rho was computed. The correlation obtained was .64. When testing

the relationship between reported current practice and reported ideal practice the Spearman Rho obtained was .84. Each of the rank difference coefficients of correlation was significant beyond the .01 level of confidence. This indicated that the probability of the results obtained would be due to chance only one time in 100.

Because of the few differences found, and because such strong relationships existed, the practices reported as ideal were used as basic data for formulating the program. However, they were compared with reported current practice and the literature.

Eleven major areas were included in the proposed program: (1) philosophy, (2) guidelines, (3) board policy, (4) organizational chart, (5) faculty-administrative committees, (6) in-service education, (7) new faculty, (8) faculty observation and research, (9) technical aids to instruction, (10) classroom observations, and (11) evaluation of instruction and follow-up practices.

Conclusions

The conclusions included the following:

1. Although varying in degree, supervision of instruction is occurring in the junior colleges that participated in the study.

2. The materials used in supervision of instruction are essentially the same (organizational charts and faculty manuals).

3. There is little difference in line and staff organization in junior colleges in California and those outside California. Four levels of administration are found in the majority of the junior colleges: (1) president and/or district superintendent, (2) vice-president and/or assistant superintendent, (3) dean of instruction, and (4) department or division chairman.

4. There are no significant differences as a group in the 93 colleges contacted, in the ratio of administrators to faculty, nor in the ratio of administrators to students.

5. The differences in reported current practice in supervision between California colleges and those outside are negligible.

6. The differences in reported ideal practice in supervision between California colleges and those outside are negligible.

7. A very strong relationship was found between current practice and reported ideal practice in supervision of instruction.

Recommendations

As an outgrowth of this study the investigator recommends the following for further study:

1. That the role of the division chairman be studied. In this study, the role of the division chairman was not clarified, nor could the investigator determine his role from the literature. In California junior colleges he normally holds a line position and evaluates the staff; in colleges outside California his function is obscure. Can he effectively help instructors whom he evaluates for retention and promotion, or can he more effectively help those faculty members over whom he has no line authority?

2. That the method of appointing faculty-administrative committees be studied. In this study, faculty-administrative committees were reported as appointed by the administration in a vast majority of the cases. Are faculty-administrative committees that are appointed by the administration effective, or would the committees be more effective if the faculty committee members were selected by some other means?

3. That a depth study in in-service education be undertaken. Respondents indicated that a formal in-service education program during the school year would be a very valuable practice. Yet, less than one-third reported that they had such a program in operation. The essentials of an in-service education program have been identified in the study, but it is recommended that a depth study using a small number of colleges be undertaken.

4. That the value of faculty members visiting classes in their own and other institutions be studied in depth. These practices were rated very valuable but occur 50 per cent of the time or less.

5. That the greatest need for further study appears to be in evaluation of instruction. This is the most controversial area. There is little agreement between California junior colleges and colleges outside California.

6. That a study of supervision of instruction be undertaken to determine where similarities and differences occur in supervision of instruction in private junior colleges and public junior colleges.

A PROPOSED PROGRAM OF SUPERVISION OF INSTRUCTION IN PUBLIC JUNIOR COLLEGES

Introduction

The purpose of this chapter was to propose a program of supervision of instruction for use in public junior colleges. The data had been analyzed statistically in an attempt to discover where differences occurred and whether relationships existed. There were very strong relationships among (1) reported current and ideal practices in all the colleges participating in the study, (2) reported current practices inside California and outside that state, and (3) reported ideal practices in California and in other states. When items were tested individually few statistically significant differences were found. The intent is not to state that there were no differences in reported current and ideal practices because there were. These tests helped reinforce what the investigator might have concluded from inspection of the data. Thus, it was concluded that these statistics were relevant to the study and helped the investigator choose data by which to devise a program of supervision of instruction.

Several sources were used in constructing the proposed program of supervision of instruction. The primary source was that portion of the rating scale referred to as reported ideal practice. These data were compared with that portion of the rating scale that has been referred to as reported current practice and the literature in the field of supervision.

Eleven major areas are included in the proposed program of supervision of instruction in public junior colleges: (1) philosophy, (2) guidelines, (3) board policy, (4) organizational chart, (5) faculty-administrative committees, (6) in-service training, (7) new faculty, (8) faculty observation and research, (9) technical aids to instruction, (10) classroom observations, and (11) evaluation of instruction and follow-up practices.

All of these 11 areas may not seem to be logically related to supervision of instruction. For the purposes of this study it was assumed that the effectiveness and efficiency of the faculty depends, in part, upon the policies and conditions under which they work. All policies affect the faculty in one way or another. Thus, faculty load formula and salary pattern were included.

Philosophy of the Proposed Program of Supervision of Instruction

It is assumed that supervision of instruction is democratic in its approach. The persons in positions of responsibility in supervision of instruction will recognize the value of faculty participation in formulating board policy and administrative rules and regulations.

Supervision can be justified only in terms of the returns that are gained through more efficient learning on the part of the students. These gains may be evaluated subjectively by (1) administrators, (2) faculty, (3) students, (4) lay people in the community, (5) expert opinion, and (6) accreditation teams. Other so-called "objective" means may be used such as (1) standardized achievement and general knowledge tests given to students, (2) tests given to faculty to measure teacher growth, (3) follow-up studies of graduates, (4) studies of students that transfer, and (5) follow-up studies of drop-outs. In both subjective and objective evaluations there are so many variables that complete agreement cannot be reached. However, it is the assumption of those both working and writing in the field that supervision of instruction is necessary and can be justified in terms of the returns that are gained through more effective instruction.

Guidelines for a Proposed Program of Supervision of Instruction in Public Junior Colleges

1. Board policy and administrative regulations:

   a. Board policy and administrative regulations should include supervision of instruction.

   b. At least one administrator's primary responsibility should be supervision of instruction.

   c. A faculty handbook should be published and distributed to all members of the staff. Sections of this handbook should contain those board policies and administrative regulations that pertain to supervision of instruction. These are listed below:

      (1) Objectives of supervision
      (2) Criteria and procedures used in evaluation of instruction
      (3) Faculty observation in the classroom by supervisors

(4) Evaluation of instruction
(5) In-service education
(6) Technical help and instructional materials available to faculty
(7) New instructors
(8) Faculty participation on committees
(9) Faculty research or experimentation
(10) Organizational chart
(11) Sabbatical and other leave policies
(12) Reimbursement for travel and other expenses for appropriate off-campus meetings
(13) Textbook selection policy
(14) Faculty load policy
(15) Salary schedule or pattern
(16) Follow-up practices

d. Administration and faculty should work cooperatively on the following committees:

(1) Faculty handbook
(2) Faculty load
(3) Salary
(4) Curriculum
(5) Professional growth
(6) Improvement of instruction

2. In-service education:

a. Each college should have a formal program of in-service education in operation during the school year in order to improve the instructional program. The following type activities should be considered:

(1) Pre-school orientation program for all teachers
(2) General faculty meetings
(3) Periodic division (department) meetings
(4) Inter-divisional meetings, when appropriate
(5) Workshops of a general nature for those that are interested
(6) Special workshops that are of special interest to those participating

b. There should be a formal induction and in-service program for new faculty. The following should be included:

(1) A planned method of greeting new instructors
(2) A pre-school orientation program held especially for new faculty
(3) Orientation talks by key administrative officials
(4) New staff assigned to specific experienced staff for guidance
(5) Special faculty meetings for new staff after instruction begins
(6) Special social activities for new staff and selected members of the experienced staff

c. Faculty observation and research should be encouraged:

(1) Faculty allowed and encouraged to observe classes in their own and other institutions
(2) Instructors allowed and encouraged to experiment in the classroom
(3) Cooperation among instructors in "team teaching" encouraged
(4) When feasible, each college employ a director of institutional research

d. Technical aids to instruction should be made available to faculty:

(1) A centralized facility in conjunction with the library where at least one highly trained technician is available to help faculty in the choice of and use of technical equipment and instructional material
(2) A professional library in each junior college

3. Classroom observation and follow-up:

a. All faculty should be observed in the classroom by a supervisor.
b. Classroom observations may be either prearranged or unscheduled.
c. The classroom observation should be for the full class period.
d. Classroom observations by a supervisor should be followed at the earliest possible convenience by a supervisor-instructor conference.

e. Procedures should allow for instructor self-evaluation and this self-evaluation should contribute to his total evaluation.
f. An instructors' final evaluation should be based upon the opinion of more than one person.
g. A faculty member should have the right to see his evaluation and should sign indicating he has read it.
h. Formal records of classroom visitations and other observations of the faculty should be kept by the supervisor.
i. New instructors should be allowed an initial period of adjustment before the first visitation.
j. The faculty should feel that they have been adequately and fairly supervised.

Board Policy

The board of education of any public junior college has many functions. The concern of the board of education as its functions relate to supervision of instruction should be the adoption of a framework within which this program can operate. The board should act as a policy making body leaving broad discretionary powers to the chief administrator who may and should delegate some of this authority to others.

If the program is to be democratic in approach, the thinking of the staff should be reflected in recommendations that the superintendent brings to the board. At the inception of any program it would seem logical that the board adopt broad policy that relates to supervision of instruction. The following should be included:

1. Organization and staffing for supervision, including an organizationsl chart
2. Faculty handbook
3. Faculty load
4. Salary pattern
5. Professional growth
6. Evaluation of instruction
7. Curriculum planning and revision
8. In-service training
9. Record keeping as it relates to supervision
10. Evaluation of the supervisory program
11. Sabbatical and other leave policy

In organization and staffing for supervision of instruction, it is recommended that one administrator's primary responsibility be supervision of instruction. This individual will be referred to as the vice-president. He should have line relationship to the division (department) chairmen. Division chairmen should also have line relationship to the faculty and should be directly responsible to the vice-president. These line personnel are available to help the faculty, and report to the next level of administration the instructional abilities of each faculty member in relation to a standard or a set of criteria.

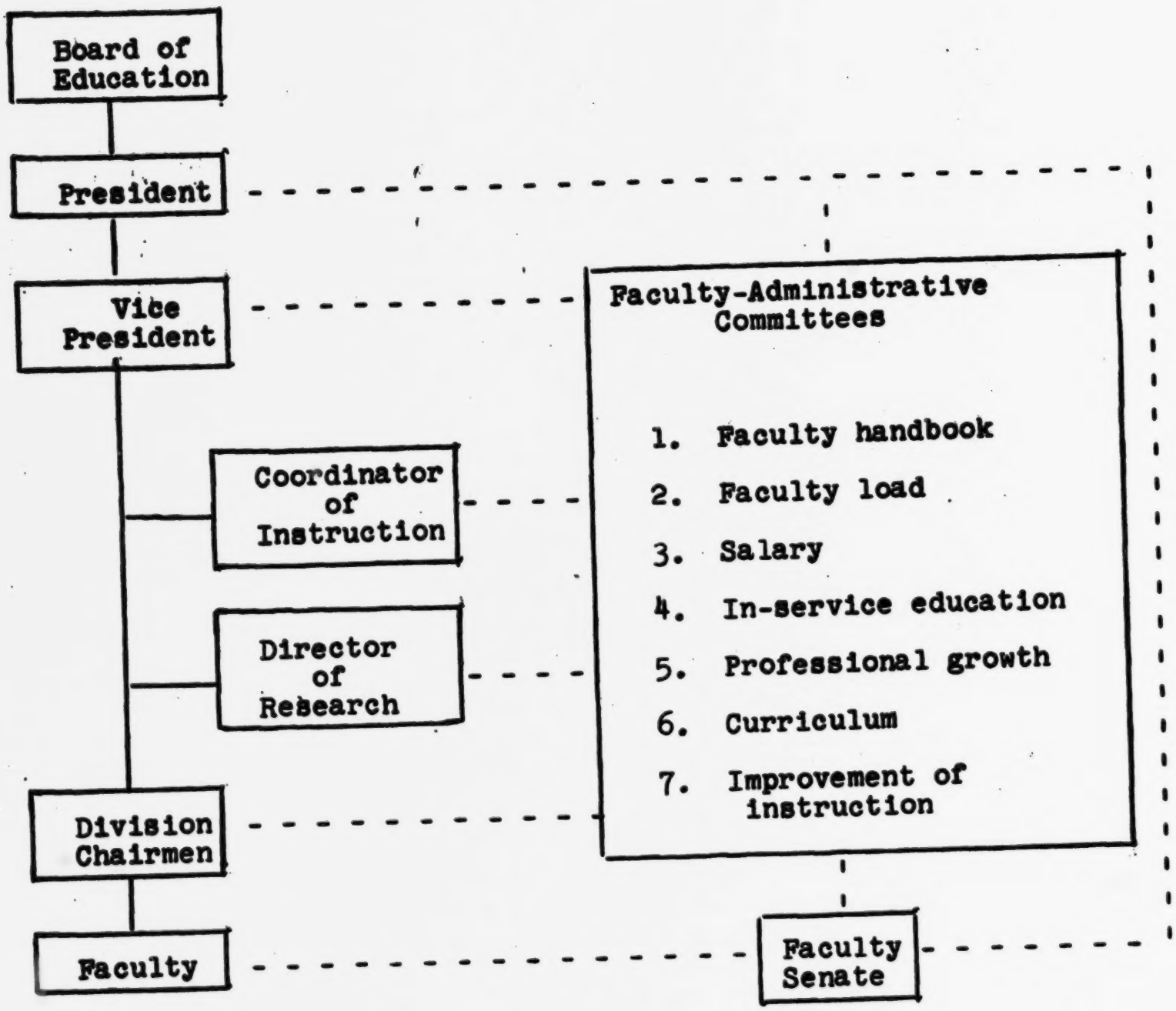
It is recommended that at least one well qualified administrator in each institution have staff relationship to the division chairmen and the faculty. This administrator should have all the functions of the line personnel with the exception of reporting. He would be referred to as the coordinator of instruction.

In this study of large junior colleges, almost without exception, full-time administrative officers were line personnel. In California junior colleges this included division chairmen. Outside California approximately one-half of the colleges reported division chairmen as staff personnel. Democratic leadership from within the group permeates the literature and yet most of the literature lists and illustrates line organization. Actually, this is no paradox, for the democratic approach to supervision implies responsibility.

Thus, the organization should be devised with checks and balances. It is based upon line organization so that each individual knows his relationship and responsibility to the other. The faculty-administrative committees help place each individual in a staff position. Finally, there is a staff person available to help the faculty individually or in groups.

Faculty-Administrative Committees

The administration and faculty should work cooperatively to formulate and evaluate administrative regulations which later form the framework for board policy. Only after agreement has been reached should administrative regulations be submitted to the board of education for adoption as policy.



ORGANIZATIONAL CHART FOR A PROPOSED PROGRAM OF SUPERVISION OF INSTRUCTION IN PUBLIC JUNIOR COLLEGES

_____ Line Relationship - - - - Staff Relationship

There is no disagrement among the colleges included in the study and in the literature insofar as faculty participation is concerned, but there is disagreement as to the manner in which these committees should be chosen. Although the literature reveals that faculty should have some voice in choosing committees, it was the consensus of the responding administrators in the study that these committees should be appointed by the administration. This in essence allows the faculty to participate in policy making if the administration allows them to participate. In California some headway has been made. In 1964 the State Board of Education mandated a faculty senate for each public junior college. Although the functions of the faculty senate are determined at the local level, it is generally agreed that one of its broad functions is to recommend policy and policy changes that may improve the instructional program. Another proper function might be to recommend that these committees be chosen jointly by the administration and the faculty through the faculty senate.

1. Faculty Handbook Committee

A faculty-administrative committee should publish a faculty handbook that is either revised or brought up-to-date each year. The primary concern of this handbook would be communication and in addition to other pertinent information it should contain those board policies and administrative regulations relating to supervision of instruction. These are listed below:

a. Board policy
b. Administrative regulations
c. Faculty-administrative committees
d. Organizational chart
e. Salary schedule
f. Objectives of supervision
g. Criteria for evaluating instructional performance
h. In-service education
   (1) General faculty meetings
   (2) Pre-school orientation meetings
   (3) Special faculty workshops and conferences

(4) Sabbatical leave and other in-service leave policies
(5) College and university attendance
(6) Division (department) meetings
(7) Classroom and institutional research

2. Faculty Load Committee

It is recommended that class size and class load formulas be first proposed by a faculty-administrative committee consisting of division chairmen, faculty, and administration. It is further recommended that many of these decisions be made at the division level before they are proposed through the superintendent to the board of education.

This pattern or formula for faculty load should be based upon the following:

(a) the number of hours of teaching
(b) the type of class taught (e.g. lecture, laboratory)
(c) the number of student contacts
(d) the number of preparations.

There was unanimous agreement in the first three categories by the administrators in the study. The fourth was not included in the study, but its inclusion is recommended.

Fifteen of 24 California junior colleges reported some classes that numbered over 100 students. Three of 10 junior colleges outside California reported classes of equivalent size. The trend seems to be toward large class size in certain subject matter areas. Thus, it is recommended that clerical help for routine matters such as attendance counting, correction of objective tests, and dissemination and return of test materials be provided to those faculty members who teach large classes.

Ultimately these decisions must be administrative, but every attempt should be made to follow the recommendations of the Faculty Load Committee and to equate faculty load. In the case where an instructor's load is over the maximum, his load might be made lighter the following semester. In the case where an instructor's load is under the minimum, his load might be increased the following semester. In these cases the Faculty Load Committee and the

instructor should be consulted before the final decision is made. A large majority of the administrators, 27 of 36, reported that full-time faculty should not receive extra compensation for an overload, nor should full-time faculty suffer a loss of compensation for an underload. The total group rated this as a very valuable practice.

3. Salary Committee

There is agreement among administrators in the study and in the literature in the field that administration and faculty should work cooperatively in developing a salary pattern. The following are recommended:

(a) salary classifications be based upon experience and professional training
(b) the schedule provide for a minimum salary and a maximum salary
(c) a series of steps or increments leading to that maximum
(d) a plan be adopted for placement of faculty new to the district
(e) the salary committee study state-wide trends in salaries both of teachers and of those professions that require comparable training
(f) the cost of the schedule be projected into the future in order to determine whether it is realistic or not
(g) the salary schedule be presented to the board of education by this committee for adoption
(h) some method other than withholding salary for unsatisfactory service be studied
(i) there should be thorough investigation before merit pay or super-maximum salaries are added to the salary schedule

4. Curriculum Committee

It is recommended that a committee composed of administration and faculty constantly study and evaluate the curriculum. Thirty-five of 36 junior colleges reported that such a committee exists. These committees were rated as very valuable by both groups. This committee should be the vehicle by which certain curricula are added, modified, or deleted in keeping with the times. Rules and regulations should be adopted so that there can be no doubt about procedures to be used in conducting these meetings and making curriculum changes.

5. Professional Growth Committee

This faculty-administrative committee should represent all divisions or departments of the college and should be concerned with (a) development, recommendation, and evaluation of sabbatical and other professional leave policies, (b) development of standards for selection of new staff, and (c) evaluation of research, travel, and college units submitted by the faculty for professional growth.

It should be noted that only nine of the 37 colleges in the study reported such a committee. The total group rated this as a valuable committee. It should also be noted that five of 37 reported that such a committee evaluates the faculty as individuals, but the total group rated this as only of some value. The investigator concluded that such a committee is desirable but only on an impersonal basis.

6. Committee for the Improvement of Instruction

The purpose of the faculty-administrative committee would be to (a) develop, recommend, and evaluate the supervisory program, and (b) develop, recommend, and evaluate an in-service education program for the faculty. Thirteen of the 37 respondents reported that faculty committees help plan the supervisory program, and rated this as a very valuable practice. Thirteen of the 37 also reported a formal program of in-service education which the total group rated as a very valuable practice. The recommended in-service education program is reported in the section that follows.

In-Service Education

Each junior college should institute an in-service education program part of which should be on a demand basis and part of which should be on a voluntary basis. The types of activities that should be included follow:

1. A pre-school orientation workshop should be held for all faculty. General sessions should be held to (a) disseminate operational information, (b) acquaint faculty with the major problems confronting the school district, (c) present information concerning new developments in instruction and instructional devices, and (d) bring inspirational speakers to the campus. The pre-school orientation workshop should also provide small group meetings on a divisional level in order that faculty may exchange ideas on a more individual basis.

2. Division (department) meetings should be held periodically for all members of the division involved. This would be the primary vehicle for in-service education. Here individual faculty members have more instructional problems in common and the exchange of ideas in these common problem areas should lead to a more meaningful understanding of the divisional program. Faculty should identify problem areas working with and through the division chairman and in some cases special workshops should be organized for those that have common needs.

3. Workshops for the general faculty should be held during the year for those that are interested. These would go beyond divisional organization. The workshops might be scheduled for an afternoon or might be held for a semester or even for a full year. This would vary according to the problem to be solved. Some means should be devised to offer the faculty in-service credit for salary purposes for attending certain appropriate workshops.

Such workshops might include (a) the choice and use of appropriate audio-visual equipment, (b) the use of programmed instructional devices, (c) team teaching organization and techniques, and (d) the construction and use of tests and other devices for the evaluation of student progress.

4. Interdivisional meetings should be held for exchange of information. Welding instructors for example may meet with art instructors to discuss and demonstrate certain welding techniques. The life sciences have much in common with the social sciences, particularly in the fields of anthropology and psychology. Engineering and business are becoming more involved in the field of data processing.

5. Administration and faculty should be given released time and expenses to attend appropriate off-campus conferences.

It should be noted that all of the items on the rating scale related to in-service education were rated as very valuable. The item that related to number five above was ranked one on the total rating scale.

New Faculty

It is assumed that every new faculty member, whether an experienced instructor or not, will need more help than

other faculty before and particularly during the early portion of his first semester. The following experiences should be provided:

1. Each new faculty member should be contacted by some means before he is formally inducted. It is suggested that he be sent a letter expressing welcome and offering aid, if he so desires, in the location of housing when he arrives. Included in this letter should be the name, address, and telephone number of an experienced staff member who may be contacted. The experienced instructors should be screened carefully by an administrative-faculty group, and the experienced faculty members must be willing to cooperate. There should be no coercion.

2. New faculty should report earlier than other faculty for special orientation meetings. During this time social activities should be planned for members of the new staff and selected members of the experienced staff.

It is the investigator's opinion that there is a need for further research in the area of new faculty orientation. Nineteen of the 37 junior colleges reported that new faculty are expected to report earlier than other faculty for special meetings. The total group rated this as a very valuable practice. Yet, at a time when money could be a major problem for the new instructor only three colleges give extra compensation for reporting earlier, although this practice was rated of some value. Five of 36 junior colleges reported that new faculty should be given a lighter instructional load the first semester; however, this item was also generally rated of some value. In the investigator's opinion, this looms as a real problem area for the new instructor. This problem is not recognized by top junior college administrators or the writers in the field of supervision of instruction.

3. Once instruction begins special division meetings should be held for new staff.

Faculty Observation and Research

It is made clear in the literature that the primary responsibility of the faculty in junior colleges is instruction, but it is also agreed that instructors cannot entirely divorce themselves from this aspect of education. To insure the quality of the program the following recommendations are made:

1. Each junior college of sufficient size should employ a director of research and planning to supervise both intrainstitutional research as well as interinstitutional research. It is conceivable that cooperative studies might be undertaken involving several junior colleges concerned with similar problems.

2. The faculty should be allowed and encouraged to experiment in the classroom. Problems that might be identified could include status studies of students, team teaching, and the use of programmed texts or other tutorial materials. All studies should be channeled through the research and planning officer to avoid duplication of effort and to help instructors formalize their research.

3. Instructors should be encouraged to observe the teaching of other faculty on his own campus and at other colleges. These visitations need not all be in his own subject matter field.

4. Sabbatical leave policy has already been included in the program. It is assumed that a percentage of the staff will be granted leave each year. Twenty-seven of the 37 junior colleges reported sabbatical leave policies, which were reported as a very valuable practice.

It is also recommended that some other leave policy be devised whereby faculty, who do not feel the need for extended leave, are paid for study and research during the summer months. This should be an incentive for greater faculty growth. However, only five of the 37 junior colleges reported this practice. It was rated a very valuable practice by colleges outside California.

Technical Aids to Instruction

It is recommended that each junior college establish a centralized facility involving the library where highly trained technicians are available to help the faculty in the use of (1) various types of audio-visual equipment and materials, tape recordings, and video tapes, (2) the general and professional library, and (3) programmed instructional devices.

In this facility the faculty may make arrangements to tape record lectures for self-evaluation and may make arrangements to keep these tapes on file for student study and review. Equipment is also available whereby the faculty may use television tape recordings for self-evaluation.

There was agreement in this study that such video tapes should not be available for student use even with the instructor's permission.

Much has been written about the use and value of closed circuit television which junior colleges outside California rated as very valuable, whereas California junior colleges rated it of some value. It is recommended that this area be studied cooperatively with a group of junior colleges.

Classroom Observation

In the field of supervision it is generally agreed that classroom observations by a supervisor should be based upon teacher need. California junior college administrators in the study felt that there should be a set number of classroom observations for new instructors, while administrators outside California felt that this was of doubtful value. The recommendations for classroom observation follow:

1. All faculty should be observed in the classroom by a supervisor.

2. Some classroom observations should be prearranged. It is generally agreed that the first classroom visitation should be in this category. The supervisor should work for an invitation. If this cannot be accomplished, the supervisor should notify the instructor of the date, time, and purpose of his observation.

3. Some classroom visitations should be unscheduled. In this case, the supervisor would appear before class and ask to observe the class.

4. The classroom visitation should normally be for a full class period.

5. There should be a desirable minimum number of classroom observations of new instructors. Any additional visitations should be justified in terms of need.

6. New instructors should be allowed an initial period of adjustment before the first classroom visitation. This period of time need not be any longer than it takes the instructor to become familiar with the routine tasks of teaching. This does not, in any way, preclude a supervisor-instructor conference before the first classroom visitation.

7. First-year instructors are observed in the classroom by a supervisor whose primary assignment is to help new instructors.

8. Criteria used in evaluation and evaluation procedures are best spelled out in the faculty manual.

There was disagreement as to whether the supervisor should be in a line or staff relationship to the instructor. It is recommended here that this point be made clear to the supervisor and the instructor, and that some supervisors have a line relationship and some a staff relationship to the faculty.

Evaluation of Instruction and Follow-up Practices

In the literature it is generally agreed that the ultimate goal of any program of supervision depends upon evaluation, for evaluation of instruction entails evaluation of the total school program. Oddly enough, this is the area of greatest disagreement in the study. Of the 12 items used on the rating scale, California junior colleges rated eight of these as very valuable. Colleges outside California rated these same eight items of some value or of doubtful value. Because of the greater number of junior colleges in the California group, these same eight items were rated at least very valuable by the total group. Four items were rated of doubtful value by both groups. In the judgment of the total group, the literature, and the investigator's opinion and in keeping with what has previously been written in this study, the following recommendations are made:

1. There should be an evaluation form for evaluating teacher success. The same form should be used for all instructors. It should be included in the faculty manual.

2. The evaluation form should have a format that is both objective and narrative, and it should not be a score card providing a specified number of points for each item of teacher performance. Five of the 34 responding to this item use a score card, which was rated of doubtful value by the total group.

3. It should include sections that do not relate to classroom instruction (e.g. community relations, professional membership).

4. The evaluation form should be completed by the immediate supervisor, but the total evaluation of the

instructor represents the judgment of more than one person (e.g. there should be more than one evaluator for each instructor).

The recommended follow-up practices are listed below:

1. The classroom observation should be followed at the earliest possible convenience by a supervisor-instructor conference. In keeping with the literature, this conference should be held at a time and place that is suitable to both persons and with little or no possibility of interruption.

2. Procedures should allow for faculty self-evaluation, which should contribute to the instructor's total evaluation. Thus, it is recommended that the evaluation of the instructor's services include the judgment of at least two administrators and the faculty member involved.

3. During his evaluation conference after each classroom visitation and during his final evaluation conference, the instructor should have an opportunity to see his written evaluation. The form on which the evaluation is written, should have a place for the instructor to sign indicating he has read it. This does not indicate necessarily that he agrees with the evaluation.

4. It should be mandatory that supervisors keep formal records for each faculty member they evaluate.

5. The faculty should have the opportunity to evaluate the supervisory program.

6. Appeal procedures should be devised and made known to the faculty. It is recommended that appeals be made to a faculty group whose specific function is to work in the problem area of human relations. This group should be nominated from the faculty and administration by both faculty and administration and appointed by the faculty senate.

Summary

The purpose of this chapter was to propose a program of supervision of instruction in public junior colleges. The data from the field of supervision were used to construct the program.

Eleven major areas were included in the proposed programs: (1) philosophy, (2) guidelines, (3) board policy,

(4) organizational chart, (5) faculty-administrative committees, (6) in-service education, (7) new faculty, (8) faculty observation and research, (9) technical aids to instruction, (10) classroom observations, and (1) evaluation of instruction and follow-up practices. Each of these areas was developed fully in the remaining portion of the chapter.

The philosophy of supervision implied a democratic approach and justified the program in terms of a more effective learning situation.

The guidelines used in organizing the proposed program included (1) board policy and administrative regulations, (2) in-service education, and (3) classroom observation and follow-up practices.

Board policy and administrative regulations form the framework within which the supervisory program functions. The organization is based upon both line and staff organization. Six faculty administrative committees operate within the framework: (1) Faculty Handbook Committee, (2) Faculty Load Committee, (3) Salary Committee, (4) Curriculum Committee, (5) Professional Growth Committee, and (6) Committee for the Improvement of Instruction.

In-service education consists of (1) pre-school orientation workshops, (2) workshops of a general nature, (3) divisional meetings, (4) interdivisional meetings, and (5) released time and expenses to attend off-campus meetings. Special programs were devised for new faculty members.

Each college of sufficient size should employ a director of research and planning. Faculty should be allowed and encouraged to experiment in the classroom as well as to observe other faculty members in their own and other colleges.

All faculty should be observed in the classroom by a supervisor. The visitation can be either prearranged or unscheduled. The visitation should normally be for the full class period, and the classroom observation should be followed at the earliest possible convenience by a supervisor-instructor conference. Procedures should allow for instructor self-evaluation, which should contribute to his total evaluation. The instructor should have an opportunity to see the written evaluation. The faculty should have an opportunity to evaluate the supervisory program, and appeal procedures should be devised and made known to the faculty.